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ONTARIO

Department of Education

Courses of Study

Grades IX and X

Health and Physical Education

Issued by Authority of
The Minister of Education

C O U R S E S O F S T U D Y
For
Grades IX and X (Forms I and II Lower School and
Fifth Classes)
In
Collegiate Institutes, High, Vocational and Continuation
Schools, and Public and Separate Schools

Health and Physical Education

HEALTH EDUCATION

Objectives

1. To acquire knowledge concerning the structure, function, and care of the various parts of the body, so that by the time pupils reach maturity they may decide health problems on a rational basis.
2. To set up ideals of health toward which the pupil may strive.
3. To learn how health may be protected and promoted by community measures, and to learn that co-operation in such measures is a part of citizenship.

Principles

1. The content of this course should be related whenever possible to the life experience of the pupils, e.g., posture, school lunches, and clothing, and its study should result in an effort to live in such a way as to produce individual and community health.
2. The approach to health should be made through personal idealism and citizenship. In addition, the teacher may appeal to boys through such interests as athletics and vocation, and to girls through such interests as personal appearance and home-making.
3. The teaching should foster a stability of character which may find expression in emotional control, sound judgment, and presence of mind in emergencies.
4. The principles and ideals imparted in the health-instruction period should be applied in all phases of school activity.
5. Where possible, this course should be presented in a room suitably equipped with lanterns, charts, and models, to enable the teacher to present the subject in a practical way.
6. Anatomy and physiology should be taught only as a background for the presentation of the care of the various parts of the body.

7. Technical terms are not to be taught for their own sake, and they should be given only when necessary.

8. It is recommended that the subject be presented through the use of charts, visual aids, and other similar means.

9. The material presented in this course should be correlated whenever possible with that presented in such subjects as General Science, Civics, and Oral Composition.

NOTE: Teachers should recognize that Health Education and Physical Education are parts of one course. The teaching method employed should stimulate interest in the subject; any projects suggested to the pupils should be well within their range of achievement. The memorization of lists of anatomical names should not be necessary.

OUTLINE OF COURSE

Grade IX

NOTE: The amount of time suggested for each topic is only approximate. The term "period" is understood to mean 40 minutes.

1. The meaning and importance of good health to the individual (One period).

In enjoying life.

In getting an education.

In earning a living.

2. The signs of good health in the individual (One period).

Appearance: complexion, eyes, teeth, muscular development, posture.

Normal increase in height and weight.

Normal functioning of the body.

3. Factors contributing to individual health.

(a) Body Mechanics (Seven periods).

Framework of the body:

Bones—composition, structure and functions; essentials for growth and development.

Joints—types, and kind of movement permitted; cartilage and ligaments.

Organs of movement: muscles and tendons—their structure, function, and care.

Posture:

The maintenance of good posture—lying, sitting, standing, moving; aesthetic and health value.

The correction of poor posture; common defects; common causes of faulty posture—malnutrition, fatigue, lack of incentive; methods of improving posture; the care of the feet.

First-aid treatment of injuries to bones, joints, and muscles.

(b) Fresh Air and Sunshine (Four periods).

The organs through which the body gets air: air passages, lungs, respiratory muscles.

The respiratory process.

The advantages of fresh air.

The principles of good ventilation.

The value of sunshine in growth and development—danger of over-exposure.

First aid—artificial respiration.

(c) **Circulation** (Four periods).

The purpose of circulation.

The service performed by the blood and its constituents.

The care of the circulatory system: adequate sleep and rest; regular exercise; avoidance of overstrain, especially during convalescence; avoidance of alcohol and tobacco; avoidance of infection of the heart muscles through disease.

First Aid: haemorrhages, fainting, infection blood-poisoning, tetanus.

(d) **Food** (Four periods).

Foods that supply the needs of the body: substances required in foods; foods in which required substances predominate; different requirements during periods of growth, of sedentary work, and of hard physical work.

A balanced diet: breakfast, luncheon, dinner; foods in a cafeteria; the school lunch; foods that promote growth and development; eating between meals; economical buying.

Care of the digestive system: cleaning and care of the teeth; refraining from eating unwholesome foods; correct habits of eating and chewing; good posture at the table; exercise of the large muscle groups; avoidance of alcohol, tea, and coffee; regular elimination.

(e) **Control of the Body** (Four periods).

The structure and functions of the nervous system (general treatment only).

The care of the nervous system: sleep, rest, and recreation; the effect of sleep on the body; amount of sleep normally required at different ages; conditions favourable to sleep; rest and the proper use of recess periods; recreation and the importance of having a hobby.

The importance of self-control.

The effect of alcohol and tobacco.

(f) **Skin, Nails, and Hair** (Four periods).

The appearance of a healthy skin.

Function of the skin and its pores.

The care of the skin: food, circulation, elimination, bathing, clothing, fresh air, sunshine.

The use of cosmetics.

First-aid treatment of skin injuries: abrasions, blisters, burns, scalds, sunburn, poison ivy.

Care of the hair and nails.

(g) **Eyesight** (Four periods).

The importance of good vision.

The protection and care of the eyes: avoidance of eye strain; adequate lighting; protection from glare, dust, wind, excessive heat, flying particles; use of public wash-basins and towels.

Importance of early recognition of defective vision, and of appropriate treatment.

First-aid treatment of eye injuries.

(h) **Hearing** (Two periods).

The importance of normal hearing.

The preservation of normal hearing: avoidance of injury; care in removal of foreign bodies from the ear; care in washing and cleaning; avoidance of loud noises, and of blow on the ear; protection when diving or swimming; early recognition of hardness of hearing and the need for prompt medical treatment.

(i) **The Teeth** (Two periods).

The importance of good teeth at the adolescent age; causes of decay; the maintenance of healthy teeth by means of appropriate diet, regular cleaning, and dental supervision.

REFERENCE BOOKS

The following books are recommended as a guide to teachers in selecting material for this course:

Health and Achievement—Ginn & Co., Montreal.

Personal and Public Health—Ryerson Press, Toronto.

For further information the following may be found useful:

The Human Body and Its Functions—W. J. Gage & Co., Toronto.

Posture—The Canadian Welfare Council, Council House, Ottawa.

First Aid to the Injured—St. John Ambulance Association.

Report of the Physical Education Committee—British Medical Association House, 19 Tavistock Square, London, W.C. 1.

Grade X

Section I. **Health Progress through the Ages.**

1. In ancient times. (One or two periods.)
2. Decline of health in the Middle Ages. (One or two periods.)
3. Contribution to health and human welfare made by outstanding men and women. (Four periods.)

The following are suggested:

William Harvey	Lord Lister
Edward Jenner	Wilhelm Roentgen
Robert Koch	Madame Curie
Louis Pasteur	Walter Reed
Florence Nightingale	Sir Wm. Osler
The discoverers of anaesthetics	Sir Frederick Banting

4. Current problems of health and their relation to national welfare. (Two periods). Cancer, heart disease, tuberculosis, and mental disorders. The dangers of self-medication.
5. Some aspects of community health. (Four periods).
Medical and dental care.
Inspection of meats and protection of foods.

Sources of infection, such as the house fly.

The water supply—rural or urban: sources, how water becomes polluted, methods of preventing pollution of water; how water may be purified.

The disposal of waste—rural or urban: construction and care of household septic tanks.

6. How a community is organized for the promotion and protection of health. (Two periods).

Local, Provincial, and Federal responsibility.

The work of voluntary organizations, such as The Canadian Red Cross Society and service clubs.

Section II. **Safety.**

1. Accidents and their causes. (One period).

A study of the problem of accidents, stressing the human factors: ignorance, carelessness, selfishness, impatience.

2. Accidents and their prevention. (Eight periods).

NOTE: The emphasis in this section should be centred on problems peculiar to the local community.

In the home: falls; fire, electricity, gas, cleaning fluids; medicine cabinet and poison.

In the school: fire regulations, equipment, and drill; the shops and laboratories; the playground, gymnasium, and swimming pool; adequate first-aid equipment.

On the street and highway:

The pedestrian;

The bicycle rider;

The automobile:

The highway—safe construction, safety measures.

The motor car—the safety emphasis in motor car construction, carbon monoxide poisoning.

The driver—health and fitness to drive, knowledge and observance of traffic regulations, courtesy and common sense.

In recreational activities:

Spring and summer—swimming, boating, camping.

Fall and winter—fall sports, hunting, winter sports, driving on the ice.

Special occasions—Christmas, New Year's Day, Victoria Day, Hallowe'en.

Church, theatres, and other public buildings—dangers of panic.

In industry:

The responsibility of the employer—factory construction and protection of machinery; adequate facilities for rest and recreation; adequate first-aid equipment.

The responsibility of the employee—to respect and observe factory safety rules; to keep physically fit to do his work with safety.

3. The organization of society for the promotion of safety. (Three periods).
Local: police protection, fire protection, supervision of beaches and play areas.

Provincial: police protection, fire protection and service, protection for industrial workers.

Federal: Royal Canadian Mounted Police, sale and control of firearms, importation of narcotics, safety provisions on inland waterways and at railway crossings.

Section III. **Healthful Living.** (Eight periods).

1. Right attitudes toward work, rest, play, and study; toward home and community; toward the daily programme; toward the interests of others.
2. Evidences of healthful living: enjoyment of daily task, consideration for others, sportsmanship, fair play, frankness; absence of fears, of suspicion, of worry, and of unjust criticism of others; willingness to accept responsibility for one's own acts.
3. Aids to healthful living: pleasure in doing things well; worth-while hobbies and other outside interests; participation in wholesome group activities.
4. Attitude toward problems of conduct which may arise in social gatherings: prevalence of smoking, keeping late hours, use of alcohol.
5. Attitude toward community life and authority: a sympathetic recognition by the pupil of his responsibility toward laws and services that promote general welfare.

REFERENCE BOOK

Health and Human Welfare—Ryerson Press, Toronto.

This book is not a student's text-book, but is recommended as a useful source of information for the presentation of this course.

PHYSICAL EDUCATION

for

Grades IX and X

Objectives

1. To foster an interest in wholesome physical activity to the end that it will continue in leisure time during school years and in adult life.
2. To exercise the body through the large muscle groups and thereby promote muscular growth, organic vigour, and nervous vitality.
3. To teach neuro-muscular skills suitable to each age and thereby develop co-ordination, courage, and self-confidence.
4. To use situations arising in the activity programme for the development of such qualities as loyalty, self-control, respect for opponents, sound judgment, and initiative.
5. To follow the instructions of the medical service for the correction of physical defects.

Principles

1. There should be an examination of each pupil at the beginning of every school year.
2. The activity programme should be carried on out-of-doors whenever the weather and facilities permit.
3. Pupils should wear suitable costumes for the activity programme.
4. The class periods should give the pupils ample opportunity for vigorous self-expression marked by the discipline of self-control.
5. The play spirit should be emphasized in the conduct of the activities. This is important if the work is to have recreational value.
6. Pupil leadership should be used as much as possible, and distributed as widely as possible.
7. Where swimming facilities are available, every pupil should be taught to swim, dive, and become proficient in life-saving methods. Where swimming facilities are not available, all pupils should receive systematic instruction and drill on land, so that they will have a basis for practice as natural facilities are made available.
8. The activity programme should be based on the sex, needs, interests, and capabilities of the pupils. This involves adjustment of playing fields, rules, and length of periods of play.
9. Inter-school competition has some value, but it can be justified only when conducted without monopolizing the school recreational facilities and the

teachers' time and interest to the detriment of a large number of pupils. Every pupil in the school should have ample opportunity to take part in intra-mural games before inter-school competition is considered.

10. Administration of athletics should be in the hands of constituted school officials.

11. The instructor of physical education should be responsible for the direction and policies of the school athletic programme.

THE GRADED ACTIVITY PROGRAMME FOR BOYS

ALL YEAR ROUND	Gymnastics
	Marching.
	Exercises.
	General Activity—Tumbling;
	Stunts;
	Pyramids.
	Heavy Apparatus—Horse;
	Vaulting box;
	Buck;
	Low bar;
	Wall bars;
	Forms;
	Ropes.
	Games
	Low Organization.
	Team—Volleyball;
	Hit-pin baseball;
	Lead-up games for
	Lacrosse;
	Basketball;
	Hockey;
	Rugby.
	Individual—Deck tennis, table tennis;
	Handball.
	Swimming
	Strokes—Crawl; Back crawl;
	Back; Side;
	Breast.
	Diving— Plain header; Jack-knife; Back; Surface;
	Racers' plunge.
	Games.
	Land drill.
	Life saving—Emergency measures.
	Outdoor Activities
	Hiking.
	Campercraft.
	Nature lore.

AUTUMN OR SPRING TERM	Games Team—Baseball; Cricket; Lacrosse; Soccer; Touch rugby. Individual—Tennis; Quoits; Track and Field—Grade IX. 100-yard dash; $\frac{1}{4}$ -mile relay; 90-yard low hurdles (7); High jump; Broad jump; Hop, step, and jump; Cross-country run (not more than 2 miles). Grade X. 120-yard low hurdles; 8-lb shot; Pole vault; Additional instruction in Grade IX events.
	Games Team—Basketball; Hockey; Indoor hockey. Individual—Boxing; Wrestling; Fencing. Outdoor Activities Winter sports.

DETAILS OF COURSE

Gymnastics

Marching and Exercises:

Teachers should prepare a minimum of three gymnastic tables for each grade, and the exercises should be selected from any of the books listed under this section. The following sequence of exercises is suggested as a guide:

1. Leg, arm, and neck movements.
2. Trunk movements (lateral, abdominal, and dorsal).
3. Special movements:
 - (a) Posture.
 - (b) In pairs.
 - (c) Relaxation or balance.
 - (d) Foot exercises.
4. Step March, Leg or Easy Jump.

REFERENCE BOOKS

Pederson, Richard and Andreassen, Alfred: Primary Gymnastics for Boys—P. E. Publications, 54 Mitre Road, Glasgow, W. 4.

McDowell, Thomas: Gymnastic Movements—Oxford University Press, Toronto.

Reference Book of Gymnastic Training for Boys—Board of Education, His Majesty's Stationery Office, London, England.

General Activities

The following apparatus exercises, arranged in teaching order, are considered suitable for pupils in Grades IX and X. It may not be possible to teach all these activities to all classes, and where this is the case a suitable selection should be made from each section.

I. Tumbling, Stunts, and Pyramids.

A. Individual:

1. Forward rolls with variations.
2. Backward rolls with variations.
3. Diving with forward rolls.
4. Head stand with variations.
5. Chest rolls.
6. Tension drop.
7. Cartwheel and round off.
8. Head springs.
9. Hand springs.
10. Upstarts with variations.
11. Short combinations of voluntary movements.
 - (a) Front dive, twist and backroll.
 - (b) Tension drop, jump through hands, back roll passing through handstand position.
12. Stunts.

B. Couple:

1. Double rolls forward and backward.
2. Elephant walk (with rider).
3. Cradle rock.
4. Back to back, lock hands and roll over.
5. Handstand with assistance.
6. Thigh mount.
7. Mount to stand on shoulders.
8. Knee shoulder hand springs.
9. Knee shoulder hand balance.
10. Mount to standing balance on feet.
11. Ankle throws (pull up from floor).
12. Stunts.

C. Group:

1. Diving with front rolls in groups of three.
2. Fundamental pyramid positions in threes, fours, fives.
3. Easy combinations, the three-man fan, human bar, etc.
4. Pyramids—large groups in various combinations.

II. Heavy Apparatus.

A. Vaulting Horse (without pommels):

1. Easy mounts and dismounts.
2. Vaults (a) flank
(b) front
(c) wolf
(d) screw
(e) rear
(f) squat
(g) courage

3. Pyramids.

4. Stunts.

B. Buck:

1. Running straddle vault, both hands, for distance and with turns.
2. Running straddle vault with one hand.
3. Kneel on, jump off (courage vault).
4. Jump to stand on.
5. High front vaults, left and right.
6. Pyramids.
7. Stunts.

C. Low Bar:

1. Fence vault.
2. Skin the cat.
3. Underswing with variations.
4. Back circle to front rest.
5. Forward circle.
6. Inverted hang, pull up to side seat.
7. Single knee circles, backward and forward.
8. Crotch circle.
9. Stunts.

REFERENCE BOOKS

McCulloch, W. B.: *Gymnastics, Tumbling and Pyramids*—W. B. Saunders Co.
Hawkin: *Gymnastic Pyramids*—Oxford University Press, Toronto.
Harby, S. F.: *Tumbling for Students and Teachers*—W. B. Saunders Co.
Machery and Richards: *Pyramids Illustrated*—A. S. Barnes & Co.

Games and Athletics

I. Games of Low Organization.

REFERENCE BOOKS

Staley, S. C.: *Games, Contests and Relays*—A. S. Barnes & Co.
Mason and Mitchell: *Active Games and Contests*—A. S. Barnes & Co.
Canadian Book of Games: W. G. Brandreth—Ryerson Press, Toronto.

II. Team games, and track and field athletics.

These games and events will vary with local conditions but are subject to the grade placement of activities previously outlined. The teacher should recognize that the enjoyment of playing the game is the primary objective, and the teaching of skills should be made to contribute to this end. "Lead up" and practice games should be worked out for each activity.

REFERENCE BOOKS

- Lambert, Ward: Practical Basketball—Athletic Journal Publishing Co., 6858 Glenwood Ave., Chicago.
- Holman, Nat.: Winning Basketball—Scribners, 1932.
- Fonseca, Lew: Baseball—Great Western Athletic Goods Co.
- Fareaga: Volley Ball—A Man's Game.
- Spalding Handbooks for various games.
- Periodicals: The Scholastic Coach (\$1.50)—250 E. 43rd Street, New York City.
- The Athletic Journal (\$1.75)—6858 Glenwood Ave., Chicago.
- Mitchell, E. D.: Sport for Recreation—A. S. Barnes & Co.
- Tisdall, R. M. N.: The Young Athlete—Blackie & Son, London.
- Spalding Handbooks on Athletics.
- Holmes: Movies on Paper—Wayne University, Detroit, Mich.

Swimming

The course in swimming must be adapted to local conditions. The primary objective is that every pupil may learn to swim. The number of beginners in the class will determine when and to what extent other exercises, such as diving and life-saving, may be taught.

In schools where there are no swimming facilities, systematic instruction and drill on land should be given so that pupils will have a basis for practice when making use of natural facilities. All pupils should be trained to discriminate between safe and unsafe swimming conditions.

REFERENCE BOOKS

- Canadian Y.M.C.A.: Swimming, Diving, and Life Saving Manual—40 College St., Toronto.
- Royal Life Saving Society: Handbook of Instruction—Ontario Secretary-Treasurer, Mrs. J. M. Pretty, 206 St. Leonard's Avenue, Toronto.

THE GRADED ACTIVITY PROGRAMME FOR GIRLS

ALL YEAR ROUND	Gymnastics
	Marching
	Exercises—game-like exercises, fundamental starting positions and movements, simple and combined exercises.
	General Activity—stunts, jumps, skipping, folk dances, singing games, etc.
	Games and Athletics
	Low Organization—group, relay, lead-up.
	Individual Games—deck tennis, paddle tennis, handball, etc.
	*Swimming
	Strokes—elementary crawl, back, side, breast.
	Diving—plain, running.
	Stunts and Games.
	Life Saving—emergency measures.
	*Rhythmics
	Fundamental movements.
	Fundamental rhythms.
	Dances—folk, national, character.

AUTUMN OR SPRING TERM	†Games and Athletics Team—field ball, volleyball, baseball. Individual Games—shuffleboard, <u>tennis</u> . Field Athletics.
WINTER TERM	Gymnastics Marching Exercises — game-like exercises, fundamental starting positions and movements, simple and combined exercises. General Activity—apparatus, tumbling, pyramids. Games and Athletics Team—basketball.

*It is recommended that where swimming is taught it be discontinued from about the middle of November until Easter, and replaced by rhythmic. Where swimming is not taught the rhythmic program would begin when the weather is too cold for outdoor activities.

†It is recommended that while the games and athletics for autumn or spring may be used interchangeably, the same activities should not be taught both autumn and spring.

DETAIL OF THE COURSE

Gymnastics

The following material is suitable for use in girls' classes. Exercises are not given in detail because of the extensive material on the subject, and because the teacher should make up her own gymnastic tables to meet the needs of her classes. It is suggested that one table a term or three tables a year is a maximum for each grade. These tables should be of increasing difficulty to keep pace with the increase in skill of the class.

I. Exercises:

Order—arm, leg, head and neck, dorsal, abdominal, lateral, balance, heave, foot, marching and running exercises.

REFERENCE BOOKS

Bjorksten, Elli: Principles of Gymnastics for Women and Girls., Part II.
—J. A. Churchill Ltd., London, 1934.

Knudsen, K. A.: A Text-book of Gymnastic Teaching—J. B. Lippincott Co., Philadelphia, 1929.

Syllabus of Physical Training for Schools, 1933—Copp Clark.

II. General Activities:

The material for use in the general activity part of the lesson is suggested in more detail. It is graded according to difficulty and in a suitable sequence for teaching. The teacher is reminded that progression consists not only in the accomplishment of new skills but in an increase of skill in the performance of old ones. Therefore, constant practice for improved form and control is recommended.

A. Apparatus.

Horse:

Rests.

Upsprings.

Vaults.

Leg Circling.

Box or Buck.

Crosswise or Lengthwise:

1. Stoop standing, bob jumps increasing in height.
2. Stoop standing, bob jumps with leg parting.
3. Stoop standing, bob jumps with hip lifting and knee bending.
4. Knee rest and backward dismount.
5. Squat mount and backward dismount.
6. Upsprings.
7. Courage vault.
8. Pommel vault.
9. Front rest and forward roll.
10. Upspring to one-half knee standing, leg raising backward to horizontal balance.
11. Jump to ride sitting, backward dismount.
12. Jump to ride sitting, leg circle and forward dismount.
13. Stride vault.

B. Jumps.

High Jumps and Long Jumps:

These jumps may be taken over ropes, forms, a crossbar, or a space marked on the floor. They may be taken for height or distance and should finish with a controlled landing.

1. Toe standing—forward jump.
2. Toe standing—sideward jump.
3. Toe standing—oblique (scissors) jump.
4. Three-step approach—forward jump with 1 or 2 take-off.
5. Three-step approach obliquely—jump with 1 take-off.
6. Five-step approach, forward—jump with 1 or 2 take-off.
7. Running approach obliquely—jump with 1 take-off.
8. Running approach forward—jump with 1 or 2 take-off.

Deep Jumps:

These jumps are taken from a form, box, horse, buck, or some elevation. They involve a jump to a lower level, usually with a full extension and always with a controlled landing.

1. Forward jump with 2 take-off.
2. Forward jump with 2 take-off and turn through 90 degrees.
3. Forward jump with 2 take-off and turn through 180 degrees.
4. Forward jump with 1 take-off and leg swing forward.
5. Sideward jump with 2 take-off.
6. Sideward jump with 1 take-off and leg swinging sideward.
7. Run up sloping form, deep jump sideward with support on wall bars.
8. Run up sloping form, deep jump sideward with leg and arm swinging sideward.

Jumps with Assistance.

C. Stunts.

Individual Stunts: (The numbers in brackets refer to the reference at the end of this section).

1. Top (2).
2. Heel click (2).

3. The cat walk (3).
4. The worm walk (2).
5. The walrus walk (3).
6. Crab walk (2).
7. Corkscrew (2).
8. Frog jump (2).
9. Rising sun (2).
10. Roly-poly (1).

Couple Stunts:

1. Churn the butter (1).
2. The rocking stunt (1), (3).
3. Run the scale (1), (3).
4. Wheelbarrow (1).
5. The twister (1), (2).
6. Indian wrestle (1).
7. Japanese Wand Tussle (2).
8. Tete-a-tete (2).
9. Double Spring Seat (2).
10. Roll over Back—Arms locked (1), (2).
11. Andy over (1).
12. Standing Balance on Knees (3).

Group Stunts:

1. Opening the rose (1).
2. Horizontal balance in circle (1).
3. The Merry-Go-Round (1), (2).
4. Jump In—Jump Out (1).
5. Jumping over a Rolling Body (1).
6. Skin the Snake (1).
7. Walking Chair (1).

D. Tumbling:

1. Shoulder stands. (2)
2. Forward roll with variations (2), (3).
3. Backward roll with variations (2), (3).
4. Head stands with variations (2), (3)
5. Team roll with variations (3).
6. Leapfrog (2).
7. Forearm Balance (2), (3).
8. Double forward roll (1), (2), (3).
9. Shuttle roll (1), (3).
10. Ball roll (3).

E. Pyramids.

REFERENCE BOOKS

- (1) Cotteral, Bonnie and Cotteral, Donnie: *Tumbling, Pyramid Building and Stunts for Girls and Women*—A. S. Barnes & Co., New York, 1927.
- (3) Cotteral, Bonnie and Cotteral, Donnie: *The Teaching of Stunts and Tumbling*—A. S. Barnes & Co., New York, 1936.
- (2) Rodgers, Martin: *A Handbook of Stunts*—The Macmillan Co., New York, 1931.

Games

I. Games of Low Organization:

1. Group, relay and tag games.

2. Lead-up games:

Baseball type, e.g., Danish rounders, Soccer Baseball, Hit Pin Baseball.

Basketball type, e.g., Nine-court basketball, Newcomb, Captain Ball.

Soccer football type, e.g., Kick dodge ball, Rotation Soccer.

Miscellaneous type, e.g., Wall Tennis, Ring Volleyball.

REFERENCE BOOKS

Spalding's Handbooks—A.P.E.A. Committee on Women's Athletics—Athletic Handbook No. 115R.

Mason, B. S., and Mitchell, E. D.: Social Games for Recreation—A. S. Barnes & Co., New York, 1935.

Post, Julia H., and Shirley, Mabel J.: Selected Recreational Sports for Girls and Women—A. S. Barnes & Co., New York, 1933.

Bancroft, Jessie H.: Games—The Macmillan Co., New York, 1937.

II. Team Games:

Basketball, Volleyball, Baseball, Fieldball—fundamental skills, individual and team tactics.

III. Individual Games:

Tennis—fundamental skills, court tactics.

REFERENCE BOOKS

Mason, B. S., and Mitchell, E. D.: Active Games and Contests—A. S. Barnes & Co., New York, 1935.

Spalding's Handbooks—A.P.E.A. Committee on Women's Athletics; Athletic Handbook No. 115R; Official Baseball Guide, No. 121R; Official Basketball Guide, No. 17R.

Frymir, Alice: Basketball for Women; How to Coach and Play the Game—A. S. Barnes & Co., New York, 1935.

Montgomery, Katherine W.: Volleyball for Women—A. S. Barnes & Co., New York, 1928.

Driver, Helen Irene: Tennis for Teachers—W. B. Saunders Co., Philadelphia and London, 1936.

Field Athletics

Track Events:

1. Dashes—up to 75 yards.

2. Hurdling—up to 60 yards with hurdles up to 2 ft. 6 in. in height.

3. Relay races—up to 75 yards per runner.

Field Events:

1. Gymnastic jumps for form.
2. Running high jumps for form, with soft landing pit.
3. Standing broad jump for form, with soft landing pit.
4. Hop, step and jump for form, with soft landing pit.
5. Basketball throw.
6. Baseball throw.

Novelty Events:

1. Baseball target throw.
2. Dash and throw.
3. Baseball throw for time—team of 2.
4. Obstacle races, etc.

Gymnastic Skills:

1. Stunts.
2. Pyramid building.
3. Balance beam competition.
4. Tumbling.

Game Skills:

1. Volleyball serve.
2. Tennis or badminton serve.
3. Basketball goal throw.
4. Soccer dribble relay, etc.

Group Games:

See list under Lead-up Games.

Finals of a tournament, i.e., Basketball, Volleyball, Badminton, Tennis, etc.

NOTE: Disapproved of: high jumping for height in competition; broad jumping in competition; hop, step and jump in competition; shot put and throwing of any kind of heavy weight.

REFERENCE BOOKS

Spalding Handbook—A.P.E.A. Committee on Women's Athletics: Athletic Handbook No. 115R.

Duncan, Margaret M.: Play Days for Girls and Women—A. S. Barnes & Co., New York, 1929.

Frymir, Alice: Track and Field for Women—A. S. Barnes & Co., New York, 1930.

Hillas, Marjorie, and Knighton, Marion: An Athletic Program for High School and College Women—A. S. Barnes & Co., New York, 1935.

Wayman, Agnes: Education Through Physical Education—Lea and Fibiger, Philadelphia.

Rhythmics

I. Fundamental Rhythms:

1. Duple and triple rhythm.
2. Primary rhythm (pulse).
3. Secondary rhythm (subsidiary rhythm, or division of pulse, or note pattern).
4. Phrasing.
5. Resultant rhythm.
6. Syncopation.
7. Canon.

REFERENCE BOOKS

- Moore, Douglas: *Listening to Music*—W. W. Norton & Co., Inc., New York, 1932. Chapters 1-9.
- Spaeth, Sigmund: *Music for Everybody*—Leisure League of America, 30 Rockefeller Plaza, New York, 1934.
- Waterman, Elizabeth: *The A.B.C. of Rhythmic Training*—Clayton F. Summy Co., Chicago.

II. Fundamental Movements:

Fundamental movements in rhythmics include all types of rhythmical exercises which provide a vocabulary of movement and promote control and beauty of form. They can be classified as locomotor and axial movements.

REFERENCE BOOKS

- Bode, Rudulf: *Expression Gymnastics*—A. S. Barnes & Co., New York, 1931.
- Dietrich-O'Donnel: *Notes for Modern Dance. Music and Directions*—A. S. Barnes & Co., New York, 1937.
- Waterman, Elizabeth: *The Rhythm Book*—A. S. Barnes & Co., New York, 1936.

III. Dances:

1. Folk and National Dances.

REFERENCE BOOKS

- Bryans, Helen L.: *Scandinavian Dances*—O.C.E., Toronto, 1937.
- Burchenal, Elizabeth (edited by): *American Country Dances. Volume 1, 1918. Folk Dances of Denmark, 1915. Dances of the People, 1933. Folk Dances and Singing Games, 1933.*
- Sharp, Cecil J.: *English Country Dances. Vols. I.-VIII.*
- Ford, Henry and C. J. B.: *Good Morning*—The Dearborn Publishing Co., Dearborn, Mich., 1925.
- Scottish Country Dance Book. Books 1-8—Paterson's Publications, Ltd., 152 Buchanan St., Glasgow.

2. Character Dancing:

Graded lists of character dances suitable for demonstration may be obtained from the following:

Louis Chalif, 163 West 57th St., New York City.

Mildred Wickson, 263 Christie Street, Toronto.

Serova School of Dancing, 47 West 72nd St., New York City.

Swimming

1. Strokes:

Elementary Crawl.
Back Stroke.
Breast Stroke.
Side Stroke.

2. Diving:

Plain Dive.
Jack Knife.
Swan.

3. Life Saving.

Emergency Measures—

Changing from back to front and front to back positions.
Treading water.
Sink and save.
Relieving cramps while floating.
Fireman's carry from shallow water.
Lift out of deep water at edge of pool.
Surface dive for objects of different weights.

Releases—

Surface and underwater approach, front strangle hold, back strangle hold, double grip on one wrist, breaking two persons apart. (A.R.C.)

Rescues—

Head carry, cross chest carry, hair carry, tired swimmer carry.
(A.R.C.—American Red Cross Method.)

4. Water games—tag, relays, mass.

5. Stunts:

Elementary—

Head first sculling, feet first sculling, motionless floating, marching, long plunge, spinning top, wash tub.

Intermediate—

Canoe, swimming on breast, feet first, pendulum, paddle wheel.

REFERENCE BOOKS

Sheffield, Lyba and Nita: *Swimming Simplified*—A. S. Barnes & Co., New York, 1927.

Royal Life Saving Society: *Handbook of Instruction*—206 St. Leonard's Ave., Toronto.

Red Cross Life Saving Methods: A.N.C. Pamphlet, No. 1005—Headquarters, American National Red Cross Society, Washington, D.C.

Daviess, Grace Bruner: *Swimming*—Lea and Fibiger, Philadelphia, 1932.

Goss, Gertrude: *Swimming Analyzed*—A. S. Barnes & Co., New York.

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